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AUTHOR Hillison, John; Malpiedi, Barbara
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ABSTRACT

A review of literature was conducted to determine the trends of career education emphasis during the years of 1972, 1977, and 1982. Abstracts from the Educational Resources Information Center (ERIC) and "Dissertation Abstracts International" were examined for those years. The research showed four major trends. The first trend was that career education was emphasized more in its early years, with a peak in 1977. By 1982, there were only 42.3 percent as many identifiable articles and dissertations as there were in 1977. Second, the most dominant single concern expressed for all three selected years was information, with the concerns categories of management and consequence (i.e., impact on students) rising throughout the 10 years. The third trend was that the most dominant subject category for the ERIC abstracts in 1972 was administration, with curriculum a close second. These categories dropped by 1982, with a peak in the subject category of handicapped/special education in 1982. The fourth trend, compatible with the subject matter trend, was a shift in the target audiences in ERIC abstracts from educational leaders to special needs teachers. No meaningful trends were discernible for foreign countries. (KC)

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VIRGINIA TECH

Megatrends in
Career Education

by
John Hillison
and
Barbara Malpiedi

AGRICULTURAL EDUCATION

Virginia Polytechnic Institute & State University

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Megatrends in Career Education

The career education movement may be described as simultaneously enjoying wide diversity in implementation of practices and striving for strong conceptual concensus. In 1970, the United States Office of Education gave priority attention to the notion of career education (Hoyt, 1982).

Sidney P. Marland, Jr., U.S. Commissioner of Education, began the process of seeking conceptual consensus as to what career education could become. From 1971 to 1974, Marland expended considerable effort convincing others that "career education related to all levels of education and infuses occupational relatedness into the curriculum - all curriculums" (Marland, 1977, p. 48). Marland was not defining career education with his statements. However, strategies for implementing career education were first revealed by Marland in 1971. One key audience was reached during the meeting of all 50 Chief State School Officers. Not only did Marland seek a consensus from the group as to the potential and purpose of career education, but also with nine million dollars of his discretionary funds for states to implement at least one project (Hoyt, 1982, p. 7).

Career education assumed the format of four models: The School Based Model, The Employer Based Model, The Home Based Model, and The Residential Model (Hoyt, 1982, p. 6). The underlying concept, according to Marland (1977), was that career education brought the forces of business, industry, labor, government, people at large and, of course, professional educators together. The majority of projects funded through Marland's discretionary funds along with 65 million dollars from provisions of Part C and Part D of the 1968 Vocational Education Amendments were directed toward K-12 projects (Hoyt, 1982, p. 7). Projects were funded as a result of state grant proposals in response to federal RFP's. The diversity of programs initiated around the School Based Model have been attributed to a lack of

federal mandated restrictions. From 1971-1974, states enjoyed an experimental approach to career education according to criteria which they specified in their grant proposals.

The first official book on career education, entitled Career Education: What It Is and How To Do It, was published in 1972 (Hoyt, 1982, p. 8). Through published materials and several national conferences, career education was being defined in concept from 1971 to 1974. Programs operating within the School Based Model format were establishing goals and evaluation criteria which led to an operational definition of career education.

The period 1975 to 1978 was characterized as a "communciations emphasis stage." Numerous mini-conferences were held, in an effort to bond the ideas of the increasing numbers of state career education coordinators - from 25 in 1974 to 50 in 1978. (Hoyt, 1982, p. 10). An Office of Career Education was created in 1974 with the coordinator reporting to the Commissioner of Education. State organizations and educational agencies received financial support through a special section of the Elementary and Secondary Education Act of 1974 (P.L. 93-380)specified as the Career Education Federal Initiative (Hoyt, 1982, p. 9). From 1974 through 1978, one-year grants represented an expenditure of 36 million dollars, with fiscal year 1975 funded at the 10 million dollar level. (Hoyt, 1982, p. 9).

Grant categories were more diverse than they were in the formative years. Categories included: a) K-12 efforts; b) educational settings other than K-12; c) special population segment programs; d) career education in teacher training institutions; e) State Department of Education grants; f) Communication of Career Education to others (Hoyt, 1982, p. 10). Over 7 million dollars were devoted to the communications category funding 59 grants. However, as Johnson (1982) notes, money does not cause permanence but does result in program initiatives. Also, the permanence of programs is not tied to individuals, because as individuals leave, so do the programs

(Johnson, 1982, p. 81). With this philosophy in mind, Hoyt believed that career education moved to the next era, 1978 to 1981. A movement completely away from federal interference and state power to one of "local power" or "grass roots control."

The "Career Education Incentive Act" (P.L. 95-207), was a "sunset" type of legislation. There were no federal mandates, only incentives. After 1983, there would no longer be funding for career education from this legislation (Hoyt, 1982, p. 12). For this five year period, the State's power was only represented in the form of yearly state career education coordinators. The federal government was interested only in the conceptual framework of career education in each state. The emphasis was on local educational agencies identifying student needs and establishing community partnerships (Hoyt, 1982), p. 14). Johnson (1982) noted that in Colorado, local education agencies identified student needs and therefore established local commitment to career education.

As of July 1982, the federal block grant program reinforced the notion of "local power." Local education agencies could determine if they wanted dollar support for career education or if they even saw a need for career education in their school system (Hoyt, 1982, p. 14). Hoyt (1982) believed that as a result of local programming, career education did not disappear, it merely became a vehicle for implementation of programs within the block grant structure which reflected career education concepts. The 1981-82 National School Board Association research report, "The School Board and Instructional Program" indicated that career education was a top instructional concern (Hoyt, 1982, 24). As Johnson (1982) stated "career education is not dead, it is growing through a process of infusion. Career education supports, reinforces, and provides new meaning for those things that educators have been trying to do for years" (p. 81).

Perspective of Study

After examining the emphasis placed on career education by the Federal Government, especially by the U.S. Commissioner of Education, the actual implementation of this concept should be examined. The examination process selected for this study was that of a review of literature reporting the trends in the implementation of career education. Reports in available literature have traditionally been used as indicative of trends.

The major purpose of this paper was to determine the trends of career education emphasis during the selected years of 1972, 1977, and 1982. Specific objectives accomplished were:

1. To determine the quantity of articles published and doctoral dissertations written on career education for the selected years.
2. To identify levels of concern expressed about career education during the selected years.
3. To identify the subject categories of career education emphasized for the selected years.
4. To identify the target groups of career education emphasized for the selected years.
5. To identify the foreign countries using career education during the selected years.

Procedures

The procedures followed for the collection of information about the trends for the implementation and use of career education involved a survey of literature. Abstracts from Educational Resources Information Center (ERIC) and Dissertation Abstracts International were examined for the years 1972, 1977, and 1982. This strategy permitted examination of the literature starting with the first year ERIC included abstracts on the major descriptor career education (1972). It permitted examination of the last full year available for review (1982) at the time the review was made. The procedure also permitted review of the midpoint year between the two extremes (1977). The information was collected and analyzed in the spring and summer of 1983.

A computer search was made of ERIC using career education as a major descriptor for the three years. A manual search was made of Dissertation Abstracts International for the three years using the keyword careers. The reviewers had to limit the abstracts found in the latter to those appropriate to career education.

The definition used by ERIC and by this study for career education is as follows:

> Career education: A comprehensive educational program that focuses on individual career development, beginning with grade 1 or earlier and continuing through the adult years. (Thesaurus, 1974, p. 29)

Two major categories were established for the purpose of classifying the content of career education literature found. The two groups established were (a) target groups, and (b) subject categories. The levels of concern expressed by article authors were coded based on ones established at the University of Texas (Newlove & Hall, 1976). The levels of concern used for coding were (a) awareness, (b) information, (c) personal, (d) management, (e) consequence, (f) collaboration, and

(g) refocusing. (Note Appendix A).

The analysis of the information obtained included frequency counts and the determination of percentages.

Findings

Quantity of Citations

Table 1 indicates the number of citations found in both ERIC and Dissertation Abstracts International for the study selected years of 1972, 1977, and 1982. For both sources the peak year was 1977. (Note Figure 1). The ERIC system identified 85 abstracts in 1977, and 46 abstrcts in 1982. It is interesting to note that the 46 citations in 1982 represent 40.7% of the 113 citations made in 1977. An examination of Dissertation Abstracts International revealed no citations in 1972, 43 citations in 1977, and 20 citations in 1972., The 20 citations in 1982 represented 46.5% of the 43 citations in 1977.

Insert Table 1 about here

Insert Figure 1 about here

Levels of Concern

Table 2 indicates the majority of abstracts examined for ERIC for all three years were at the information level of concern. For 1972 50.6% of the abstracts indicated information concerns, for 1977 it was 68.1%, and for 1982 it was 54.3%. No awareness level concerns were detected for any of the three years. If the three highest levels of concern are

collapsed into one with a percentage for them totalled, it can be noted that in 1972 9.4% fell into this category, it was 14.2% in 1977, and 23.9% in 1982. (Note Table 3). The ERIC abstracts followed the general theory of concern levels by having a larger percentage reach higher levels of concerns as the career education concept became better known and more fully implemented by those who were supporters of the concept.

Insert Table 2 and 3 about here

Subject Categories

Major career education subject categories for ERIC citations of the selected years are shown in Table 4. The major categories for 1972 included administration (15.6%), curriculum (13.3%), and career education defined (11.1%). Vocational education and evaluation composed 8.9% of the subjects reflected in the citations. Articles written in 1977 also emphasized administration (15.6%) and curriculum (13.0%). However, 8.7% of the subjects were directed toward evaluation and implementation of career education. The appropriateness of career education as part of the curriculum or activities developed for the handicapped and special education instruction (25.5%) was prominent for 1982. Administration of career education followed with this subject being cited 14.9% of the time.

Insert Table 4 about here

Numerous other subject categories were cited primarily in 1972

and 1977, as reflected in Table 5. The literature represented a growing diversity of subject categories. Thirteen subjects were noted for 1972 and 19 for 1977.

Insert Table 5 about here

Target Groups

The ERIC career education citations for 1972, 1977, and 1982 were focused around nine major target groups. The subjects of the 1972 articles were directed toward educational leaders (27%), teacher educators (21.2%), and educational administrators (18.8%). Educators were identified as a target group for 15.3% of the citations as no other specific type of educator target groups could be ascertained. Postsecondary educators (8.2%) and adult educators (7.1%) were also emphasized in 1972.

Teacher educators were the primary target group for 22.8% of the 1977 ERIC citations. Educational leaders (20.2%), educational administrators (14.9%), and educators (13.2%) followed as 1977 target groups. Articles targeted toward special needs student educators increased by 8.4% from 1972 to 1977. In 1982, a majority of the citations, 31.3% were targeted toward the special needs educators.

Insert Table 6 about here

Dissertation abstracts, published in 1972, did not address career education as it was defined in this study. The primary subject categories for dissertation abstracts for 1977 are shown in Table 7.

Evaluation or the effect of career education composed 25.9% of the career education dissertation research in 1977. Perceptions or attitudes toward career education was the subject of 12.9% of the abstracts and career education curriculum research represented 11.1% of the abstracts. Defining career education was found in 7.4% of the 1977 dissertation abstracts. The 54 dissertation entries for 1977 were greatly diversified representing 1[illegible] different categories.

Insert Table 7 about here

Twenty-nine career education subject categories were identified in the 1982 dissertation abstracts. Evaluation or effects of career education (31.0%) was the predominate category for 1982. Curriculum followed with 17.2%. Dissertations researching the perceptions or attitudes toward career education and career education philosophical dissertations each represented 10.3% of the abstracts categories. Two abstracts or 6.9% included career awareness as a subject of study in 1982.

Insert Table 8 about here

Target Groups

The specificity of the selected career education dissertation abstracts permitted the researchers to identify 13 different target groups to whom the research was directed in 1977 and 1982.

Dissertation research was primarily targeted toward high school educators with 25% of the abstracts focusing on this group in 1977 and 17.9% in 1982. Educators and administrators as target groups followed

with each reflected in 16.7% of the abstracts for 1977 and 14.3% for 1982.

The percentage of dissertation abstracts targeted toward special needs student educators and counselors increased 5% from 1977 to 1982. Career education coordinators (7.1%) were the target group of study for dissertations in 1982 only.

Insert Table 3 about here

Foreign Countries

ERIC career education citations and dissertation abstracts during the selected years reflected career education activity in four countries and one possession outside the United States. These included Canada, Great Britian, Ghana, West Germany and Micronesia. One ERIC article reflecting career education activity in foreign countries was found in 1972, one in 1977 and two in 1982. Foreign educators were identified as a target group for ERIC citations in 1972 (1), 1977 (1), 1982 (5).

The review of dissertation abstracts indicated that career education research in foreign countries was the subject of 2 dissertaions in 1977 and foreign educators was the target group for 2 dissertations in 1977.

Conclusions or Trends

1. More to less

   The literature showed more emphasis on career education in its early years with a peak in 1977. By 1982 there were only 42.3% as many identifiable articles and dissertations as there were in 1977.

2. Low Level concerns to intermediate concerns

   The most dominant single concern level expressed for all three selected years was information. By 1982 the combined ERIC abstracts and Dissertation Abstracts International intermediate concerns categories of management and consequence had climbed to 32.6% and to 95%, respectively.

3. Administration and curriculum to special needs

   The most dominant subject category for the ERIC abstracts in 1972 was administration, with curriculum a close second. The combined percentage total in 1972 for the two categories was 28.9%. These two categories had dropped to a combined total of 21.3% by 1982. However, the subject category of handicapped/special education peaked at 25.5% in 1982, starting from a low of 2.2% of 1972.

4. Educational leaders to special needs educators.

   In a trend compatible with the subject matter trend, the target audiences in ERIC abstracts moved from educational leaders to special needs teachers. In 1972 27.0% of the target audience of the articles was educational leaders, by 1982 this had dropped to 8.3%. At the same time the target group of special needs educators changed from 1.2% in 1972 to 31.3% in 1982.

5. No discernible trend for foreign countries.

   Several foreign countries were noted as having a career education program. However, no meaningful trends were detected.

Table 1

The Quality of Career Education Citations Found in ERIC and Dissertation Abstracts International

Source	1972	1977	1982
ERIC	85	113	46
Dissertation Abstracts International	0	43	20
Total	85	156	66

Table 2

Level of Concern as Expressed by Abstracts in Educational Resources Information Center

Level of Concern	1972 f	1972 %	1977 f	1977 %	1982 f	1982 %
0 Awareness	0	0.0	0	0.0	0	0.0
1 Information	43	50.6	77	68.1	25	54.3
2 Personal	0	0.0	0	0.0	0	0.0
3 Management	34	40.0	20	17.6	10	21.7
4 Consequence	8	9.4	14	12.4	5	10.9
5 Collaboration	0	0.0	0	0.0	6	13.0
6 Refocusing	0	0.0	2	1.8	0	0.0
Total	85	100.0	113	99.9	46	99.9

Table 3

Level of Concern as Expressed by Abstracts in Dissertation Abstracts International

Level of Concern		1977 f	1977 %	1982 f	1982 %
0	Awareness	0	0.0	0	0.0
1	Information	8	18.6	0	0.0
2	Personal	6	13.9	0	0.0
3	Management	8	18.6	8	40.0
4	Consequence	20	46.5	11	55.0
5	Collaboration	0	0.0	0	0.0
6	Refocusing	1	2.3	1	5.0
	Total	43	99.9	20	100.0

Table 4

Major Career Education Subject Categories for 1972, 1977, 1982 in ERIC Abstracts

Categories	1972		1977		1982	
	f	%	f	%	f	%
Administration	14	15.6	18	15.6	7	14.9
Curriculum	12	13.3	15	13.0	3	6.4
Career Ed definition	10	11.1	2	1.7	0	0.0
Vocational education	8	8.9	3	2.6	0	0.0
Evaluation	8	8.9	10	8.7	4	8.5
Implementation	6	6.7	10	8.7	0	0.0
Articulation	4	4.4	0	0.0	0	0.0
Counseling	4	4.4	8	7.0	5	10.6
Adults	3	3.3	5	4.3	1	2.1
Teaching strategies	3	3.3	11	9.6	4	8.5
Postsecondary Ed	2	2.2	3	2.6	1	2.1
Handicapped/Special Ed	2	2.2	9	7.8	12	25.5
Inservice	1	1.1	2	1.7	3	6.4
Other	13	14.4	19	16.5	7	14.9
Total	90	99.8	115	99.8	47	99.9

Note. Some abstracts were coded into two categories

Table 5

Other Career Education Subject Categories for 1972, 1977, 1982 in ERIC Abstracts

Categories	1972 f	1972 %*	1977 f	1977 %*	1982 f	1982 %*
Academic subjects						
Social studies	0	0.0	1	0.9	0	0.0
English	0	0.0	3	2.6	0	0.0
Foreign language	4	4.4	0	0.0	0	0.0
Liberal arts	0	0.0	1	0.9	0	0.0
Academics	1	1.1	0	0.0	0	0.0
Music ed	0	0.0	1	0.9	0	0.0
Art	0	0.0	1	0.9	0	0.0
Science	0	0.0	2	1.7	0	0.0
Physics	0	0.0	1	0.9	0	0.0
Career ed stages						
Career development	2	2.2	0	0.0	0	0.0
Career awareness	0	0.0	2	1.7	1	2.1
Career exploration	1	1.1	0	0.0	0	0.0
Foreign countries	1	1.1	1	0.9	2	4.3
Community resources	1	1.1	3	2.6	3	6.4
Women	1	1.1	1	0.9	1	2.1
Cooperative education	0	0.0	2	1.7	0	0.0
Career clusters	2	2.2	0	0.0	0	0.0
Total	13	14.3	19	16.6	7	14.9

*Percentage is of total articles cited
1972 = 90, 1977 = 115, 1982 = 47

Table 6

Career Education Target Groups for 1972, 1977, 1982 ERIC Abstracts

Target Groups	1972 f	1972 %	1977 f	1977 %	1982 f*	1982 %
Educational leaders	23	27.0	23	20.2	4	8.3
Teacher educators	18	21.2	26	22.8	0	0.0
Educational administration	16	18.8	17	14.9	6	12.5
Educators	13	15.3	15	13.2	9	18.7
Postsecondary educators	7	8.2	9	7.9	5	10.4
Adult educators	6	7.1	5	4.4	0	0.0
Special needs educators	1	1.2	11	9.6	15	31.3
Foreign educators	1	1.2	1	.9	5	10.4
Counselors	0	0.0	7	6.1	4	8.3
Total	85	100.0	114	100.0	48	99.9

Note. Some abstracts were coded into two categories for 1982.

Table 7

Career Education Subject Categories for 1977 Dissertation Abstracts

Categories	f	%
Evaluation/Effects	14	25.9
Perception/Attitudes toward CE	7	12.9
Curriculum	6	11.1
Career ed defined	4	7.4
Status of career ed	3	5.5
Inservice/workshops	3	5.5
Career ed models	3	5.5
Career awareness	2	3.7
Community resources	2	3.7
Other		
Language arts	1	1.8
Career ed concepts	1	1.8
Foreign language	1	1.8
Career ed state plans	1	1.8
History of CE	1	1.8
Sex role stereotyping	1	1.8
Career maturity	1	1.8
Ghana (Foreigh)	1	1.8
Urban career ed	1	1.8
Career development	1	1.8
Total	54	99.2

Note. Some abstracts were coded into two categories

Table 8

Career Education Subject Categories for 1982 Dissertation Abstracts

Categories	f	%
Evaluation/Effects	9	31.0
Curriculum	5	17.2
Percpetion/Attitudes	3	10.3
Philosophy of CE	3	10.3
Career Awareness	2	6.9
Inservice/Workshops	1	3.4
Career Mat rity	1	3.4
Experience Based Career Ed	1	3.4
Mathematics	1	3.4
Counselor Tasks	1	3.4
Postsecondary CE	1	3.4
Career Ed Needs Assessment	1	3.4
Total	29	99.5

Note. Some abstracts were coded into two categories.

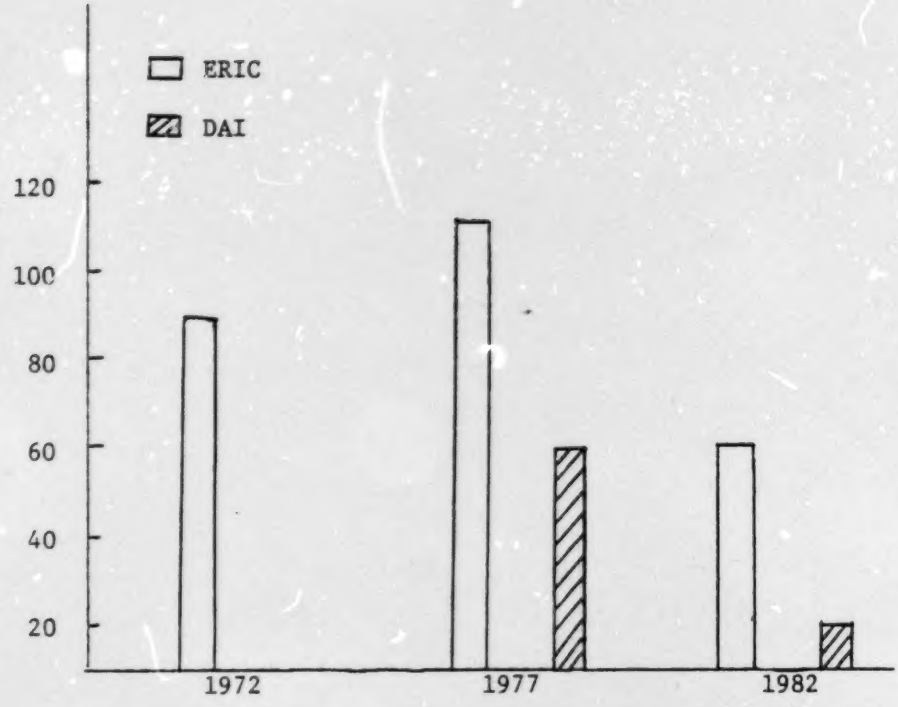
Table 9

Career Education Target Groups for 1977, 1982 Dissertation Abstracts

Target Groups	1977 f	1977 %	1982 f	1982 %
High school educators	12	25.0	5	17.9
Educators	8	16.7	4	14.3
Administrators	8	16.7	4	14.3
Middle school/elementary ed	5	10.4	4	14.3
Postsecondary educators	4	8.3	4	14.3
Employers/public	3	6.2	1	3.6
Foreign educators	2	4.2	0	0.0
Women	2	4.2	0	0.0
Special needs student educators	1	2.1	2	7.1
Adult educators	1	2.1	0	0.0
School board members	1	2.1	0	0.0
Counselors	1	2.1	2	7.1
Career ed coordinators	0	0.0	2	7.1
Total	48	100.1	28	100.0

Note. Some abstracts were coded into two categories.

Figure 1. *Career Education Citations for 1972, 1977, 1982.*



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APPENDIX A

STAGES OF CONCERN ABOUT THE INNOVATION

0 *AWARENESS:* Little concern about or involvement with the innovation is indicated.

1 *INFORMATIONAL:* A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 *PERSONAL:* Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

3 *MANAGEMENT:* Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

4 *CONSEQUENCE:* Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 *COLLABORATION:* The focus is on coordination and cooperation with others regarding use of the innovation.

6 *REFOCUSING:* The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Source: Newlove & Hall (1976)